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PARENTAL INVOLVEMENT AND SELF-REGULATED LEARNING AMONG GRADE 10 SENIOR HIGH SCHOOL STUDENTS

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Abstract

Parental involvement has been widely associated with students' academic success; however, its contribution to self-regulated learning (SRL) remains insufficiently explored, particularly in Indonesian secondary education. This study examined the relationship between parental involvement and SRL among 141 Grade 10 students at SMA Negeri 1 Tanggul using a quantitative correlational design. Data were collected through validated Likert-scale questionnaires and analyzed using descriptive statistics and Pearson Product–Moment correlation with IBM SPSS Statistics 26. The findings revealed a strong positive relationship between parental involvement and SRL ($r = .757$, $p < .001$), with parental involvement explaining 57.2% of the variance in students' SRL. These findings indicate that educational attention, communication, monitoring, support, and participation from parents constitute important contextual resources for fostering autonomous learning. The study extends previous research by positioning SRL as the primary educational outcome and highlights the importance of strengthening family–school partnerships to promote adolescents' independent learning and lifelong learning competencies.

Keywords*: Parental involvement, self-regulated learning, family–school partnership, autonomous learning, secondary education*

Abstrak

Keterlibatan orang tua telah lama diakui berkontribusi terhadap keberhasilan akademik siswa, namun pengaruhnya terhadap self-regulated learning (SRL) masih relatif terbatas dikaji, khususnya pada konteks pendidikan menengah di Indonesia. Penelitian ini bertujuan menganalisis hubungan antara keterlibatan orang tua dan self-regulated learning pada 141 siswa kelas X SMA Negeri 1 Tanggul menggunakan pendekatan kuantitatif dengan desain korelasional. Data dikumpulkan melalui angket skala Likert yang telah memenuhi uji validitas dan reliabilitas, kemudian dianalisis menggunakan statistik deskriptif dan korelasi Pearson Product–Moment dengan bantuan IBM SPSS Statistics 26. Hasil penelitian menunjukkan adanya hubungan positif yang kuat antara keterlibatan orang tua dan self-regulated learning ($r = 0{,}757$; $p < 0{,}001$), dengan kontribusi sebesar 57,2% terhadap variasi self-regulated learning siswa. Temuan ini menunjukkan bahwa perhatian, komunikasi, pemantauan, dukungan, dan partisipasi orang tua merupakan sumber dukungan kontekstual yang berperan dalam mengembangkan kemandirian belajar siswa. Penelitian ini memperkaya kajian mengenai keterlibatan orang tua dengan menempatkan self-regulated learning sebagai luaran utama, sekaligus menegaskan pentingnya penguatan kemitraan keluarga dan sekolah untuk mendukung pembelajaran mandiri serta kompetensi belajar sepanjang hayat.

Kata Kunci: Keterlibatan orang tua, *self-regulated learning*, kemitraan keluarga–sekolah, kemandirian belajar, pendidikan menengah.

INTRODUCTION

The rapid transformation of education in the digital era has shifted educational priorities from merely improving academic achievement toward developing lifelong learning competencies that enable students to learn independently and adapt continuously to complex educational environments. Consequently, self-regulated learning (SRL) has become one of the fundamental competencies emphasized in contemporary education because it equips students with the ability to plan, monitor, regulate, and evaluate their own learning processes (Panadero, 2017; Pintrich, 2004; Zimmerman, 2000, 2021). This competence has gained increasing international attention, as the OECD PISA 2022 Results highlight that students' capacity for self-directed learning, metacognitive regulation, and learning perseverance constitutes an essential foundation for academic resilience and lifelong learning in the twenty-first century (Chiang et al., 2024). Likewise, the OECD PISA 2025 Assessment Framework positions self-regulated learning as a key competency supporting critical thinking, adaptive learning, and sustainable educational development (*Climate Change Education and the PISA 2025 Science Framework*, 2025).

Although self-regulated learning is commonly regarded as an individual competence, its development is strongly influenced by the social environments in which students learn. Bandura's Social Cognitive Theory explains that learning behaviour emerges through reciprocal interactions among personal, behavioural, and environmental factors, suggesting that students' ability to regulate learning is shaped not only by cognitive processes but also by meaningful educational experiences within their surrounding environments (Bandura, 1977) Among these environmental influences, the family has consistently been recognized as one of the earliest and most influential contexts for fostering students' motivation, self-efficacy, behavioural regulation, and academic responsibility (Schunk & DiBenedetto, 2020; Schunk & Greene, 2017; Wentzel, 2012).

Within this perspective, parental involvement represents a crucial educational resource that extends beyond monitoring academic performance. Epstein (2016, 2018) conceptualizes parental involvement as multidimensional educational engagement encompassing educational communication, learning supervision, academic support, and collaboration with schools. Similarly, Hoover-Dempsey and Sandler (1997) argue that parents facilitate children's educational development by creating learning environments

that encourage autonomy, persistence, and responsibility. Meta-analytic evidence further demonstrates that parental involvement contributes positively to students' academic achievement, motivation, school engagement, and psychosocial development (Boonk et al., 2018; Frew et al., 2012; Hill & Tyson, 2009; Jeynes, 2022; Kim & Hill, 2015; Syamsu Rijal et al., 2024). More recent international evidence also indicates that adolescents who frequently experience supportive educational interactions with their parents tend to demonstrate stronger learning persistence, greater metacognitive awareness, and more effective self-regulated learning strategies than those receiving limited educational support.

Despite the substantial body of literature supporting the educational importance of parental involvement, important gaps remain regarding its relationship with self-regulated learning, particularly among senior secondary school students. Existing studies have predominantly examined parental involvement in relation to academic achievement, school engagement, learning motivation, or academic resilience (Frew et al., 2012; Hill & Tyson, 2009; Jeynes, 2022; Rashidipour et al., 2022). Although these studies consistently report positive educational outcomes, academic achievement represents only the final product of learning and provides limited explanation of the internal learning processes through which students independently regulate their cognition, motivation, and behaviour. Consequently, the mechanisms through which parental involvement contributes to adolescents' self-regulated learning remain insufficiently understood, particularly in developing educational contexts.

The relationship between parental involvement and self-regulated learning can be theoretically explained through the interaction between Social Cognitive Theory and the self-regulated learning framework. According to Zimmerman (2000, 2021) self-regulated learning develops through cyclical processes involving forethought, performance control, and self-reflection, whereas Pintrich (2004) emphasizes the integration of cognitive, motivational, behavioural, and contextual regulation during learning. Within this framework, parents function as significant social agents who provide academic guidance, emotional encouragement, constructive feedback, and educational expectations that gradually facilitate students' transition from externally supported learning toward autonomous *self-regulation*. Therefore, parental involvement should be

viewed not as parental control over learning but as educational support that strengthens students' capacity to become independent learners.

Recent international evidence further reinforces this perspective. Longitudinal and cross-sectional studies have reported that supportive parental communication, academic monitoring, and educational expectations positively predict students' self-regulated learning, academic persistence, metacognitive strategy use, and learning engagement across different educational settings (Boonk et al., 2018; Castro et al., 2015; Wang & Sheikh-Khalil, 2014). Likewise, the OECD PISA 2022 Results indicate that students who regularly discuss learning experiences, educational goals, and school-related challenges with their parents tend to demonstrate stronger learning perseverance and self-directed learning behaviours than those receiving less educational support from home.

Despite the growing body of evidence demonstrating the educational importance of parental involvement, empirical findings regarding its contribution to adolescents' self-regulated learning remain limited, particularly within Indonesian senior secondary education. Existing studies have predominantly emphasized academic achievement, learning motivation, or school engagement, while comparatively little attention has been devoted to understanding how multidimensional parental involvement relates to students' capacity to regulate their own learning. Accordingly, this study addresses the following research question: *To what extent is parental involvement associated with students' self-regulated learning among Grade 10 students at SMA Negeri 1 Tanggul?* To answer this question, the present study examines the relationship between parental involvement and self-regulated learning using a correlational research design. Unlike previous studies that primarily focused on academic outcomes, this study conceptualizes parental involvement as a multidimensional construct encompassing educational attention, academic communication, learning monitoring, educational support, and educational participation while positioning self-regulated learning as the principal educational outcome. Therefore, this study contributes to the literature by providing empirical evidence regarding the role of family educational engagement in fostering adolescents' autonomous learning within the Indonesian secondary education context.

METHOD

Research Design

This study employed a quantitative correlational design to examine the relationship between parental involvement and self-regulated learning among Grade 10 students at SMA Negeri 1 Tanggul. A correlational approach was selected because the study sought to determine the magnitude and direction of the relationship between two naturally occurring variables without manipulating the research setting or implementing experimental treatment. The independent variable was parental involvement (X), whereas self-regulated learning (Y) served as the dependent variable (Fraenkel & Wallen, 2012). The research framework was developed based on Social Cognitive Theory (Bandura, 1977, 1999) and parental involvement theory (Epstein, 2016, 2018), which posit that educational support provided by parents constitutes an important contextual factor influencing students' independent learning behavior.

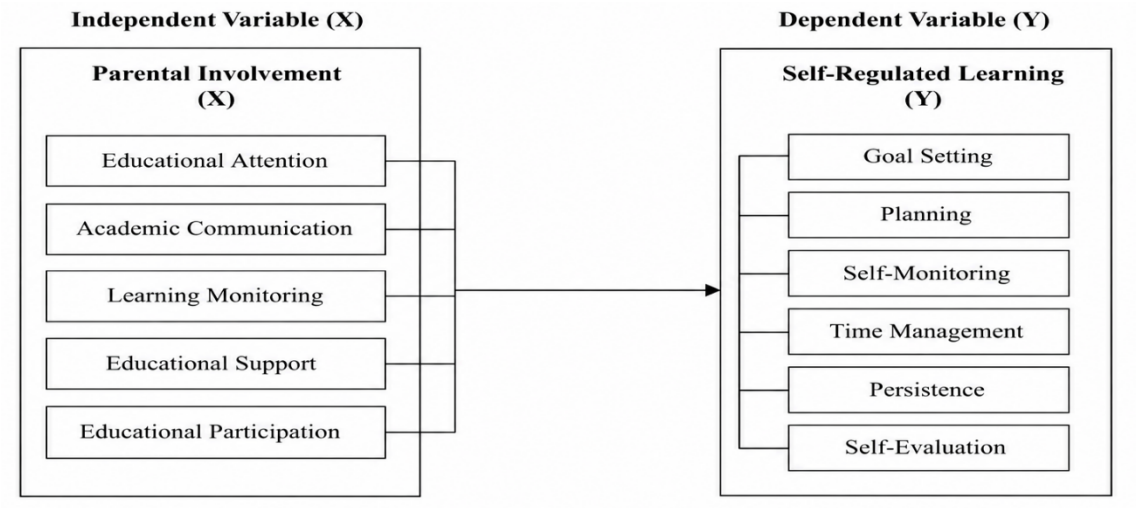


Figure 1.

Conceptual Framework of the Study

Note. *Illustrating the relationship between Parental Involvement (X) → Self-Regulated Learning (Y)*

Participants

The study was conducted at SMA Negeri 1 Tanggul, Jember, East Java, Indonesia. The population consisted of all Grade 10 students enrolled during the 2025/2026 academic year. The research sample comprised 141 students, selected using proportionate random sampling to ensure proportional representation across Grade 10 classes. Prior to the main survey, preliminary field exploration involving interviews with guidance and counseling teachers and a limited student needs assessment was conducted solely to identify educational issues supporting the research background and was not included in the statistical hypothesis testing.

Instruments

Data were collected using two self-report questionnaires developed based on established theoretical frameworks. The Parental Involvement Questionnaire was constructed based on the theoretical frameworks proposed by Epstein (2018), Hoover-Dempsey and Sandler (1997), and Hill and Tyson (2009), whereas the Self-Regulated Learning Questionnaire was developed according to the frameworks of Zimmerman (2000, 2021) and Pintrich (2004). Both instruments employed a five-point Likert response format ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) and consisted of favorable and unfavorable statements (Rensis Likert, 1932). Unfavorable items were reverse-coded prior to statistical analysis. The blueprint of both research instruments is presented in *Table 1*.

Table 1. Blueprint of the Research Instruments

Variable	Dimension	Indicator	Fav	Unfav	Total Items
Parental Involvement (X)	Educational Attention	Parents' attention to students' learning activities and academic development	4	4	8
	Academic Communication	Communication and discussion regarding learning and school	4	4	8
	Learning Monitoring	Monitoring learning activities and academic responsibilities	4	4	8
	Educational Support	Academic assistance and educational support	4	4	8
	Educational Participation	Parents' participation in children's educational activities	4	4	8
	Total		**20**	**20**	**40**
Self-Regulated Learning (Y)	Goal Setting	Establishing academic goals	3	3	6
	Planning	Planning learning activities	3	3	6
	Self-Monitoring	Monitoring learning progress	3	3	6

	Time Management	Managing study time	3	3	6
	Persistence	Maintaining persistence in learning	3	3	6
	Self-Evaluation	Evaluating learning outcomes	3	3	6
	Total		**18**	**18**	**36**

Note. The parental involvement instrument comprised 40 items distributed across five dimensions, whereas the self-regulated learning instrument consisted of 36 items representing six dimensions. Overall, the study employed 76 questionnaire items measured using a five-point Likert scale

Instrument Validity and Reliability

Prior to hypothesis testing, the psychometric properties of the research instruments were evaluated to ensure their validity and reliability. Item validity was assessed using the *Pearson Product–Moment* correlation by examining the corrected item–total correlation coefficient for each questionnaire item (Cresswel, 2014). Items exceeding the critical correlation value were considered valid and retained for subsequent analyses. Instrument reliability was evaluated using Cronbach's Alpha, with coefficients of 0.70 or higher indicating acceptable internal consistency (Brown, 2002; Cronbach, 1946). The results of the validity and reliability analyses are presented in the Results section.

Data Collection Procedure

Data collection was conducted in three sequential stages. *First,* a preliminary field exploration comprising interviews with guidance and counseling teachers and a limited student needs assessment was undertaken to identify contextual educational issues and establish the empirical basis for the study. *Second,* after obtaining formal permission from the school, the questionnaires were administered to the selected respondents during the 2025/2026 academic year. *Third,* all completed questionnaires were screened for completeness, coded according to the predefined scoring system, reverse-coded for unfavorable items, and prepared for statistical analysis using IBM SPSS Statistics version 26 (Field, 2013; Pallant, 2020).

Data Analysis

Data were analyzed using IBM SPSS Statistics version 26. Descriptive statistics were first computed to summarize respondents' characteristics and describe the distribution of the research variables. Prior to hypothesis testing, the assumptions of

validity, reliability, normality, and linearity were examined to ensure the appropriateness of parametric statistical analysis. The research hypothesis was subsequently tested using the Pearson Product–Moment correlation coefficient at a significance level of $\alpha = .05$. Furthermore, the coefficient of determination (R^2) was calculated to estimate the proportion of variance in self-regulated learning explained by parental involvement . The sequence of statistical analyses performed in this study is presented in *Table 2.*

Table 2. Sequence of Statistical Analysis

Statistical Analysis	Purpose
Descriptive Statistics	Describe respondents' characteristics and the distribution of research variables
Item Validity Test	Evaluate the discriminatory power of each questionnaire item
Reliability Test	Assess the internal consistency of the research instruments
Normality Test	Examine whether the data follow a normal distribution
Linearity Test	Determine whether the relationship between the two variables is linear
Pearson Product–Moment Correlation	Examine the relationship between parental involvement and self-regulated learning
Coefficient of Determination (R^2)	Estimate the contribution of parental involvement to self-regulated learning

Note. All statistical analyses were conducted using IBM SPSS Statistics version 26 with a significance level of 0.05.

Ethical Considerations

Participation in this study was entirely voluntary. Prior to data collection, all respondents were informed about the objectives of the study, the confidentiality of their responses, and their right to withdraw from the research at any stage without academic consequences. To ensure participants' privacy, all responses were anonymized during data processing and reporting. Permission to conduct the study was formally obtained from the school administration, and all research procedures were implemented in accordance with the ethical principles governing educational research involving human participants.

RESULTS AND DISCUSSION

Results

This section presents the empirical findings of the study in accordance with the research objective. The results are organized into four stages. First, the demographic characteristics of the respondents are described. Second, descriptive statistics are presented to summarize the distribution of the research variables. Third, the psychometric

properties of the research instruments and the assumptions underlying parametric analysis are examined. Finally, the relationship between parental involvement and self-regulated learning is tested using Pearson Product–Moment correlation analysis.

Respondent Characteristics

The demographic characteristics of the respondents are presented in *Table 2.*

Table 2. Characteristics of Respondents (N = 141)

Characteristic	Category	Frequency *(n)*	Percentage *(%)*
Gender	Male	50	35.5
	Female	91	64.5
Age (years)	15	19	13.5
	16	96	68.1
	17	25	17.7
	18	1	0.7
Living Arrangement	Living with both parents	94	66.7
	Living with mother only	16	11.3
	Living with father only	3	2.1
	Living with grandparents	10	7.1
	Living with relatives/guardian	5	3.5
	Other living arrangements	13	9.2

Note. Percentages were calculated based on the total number of respondents (*N* = 141). The category *Other living arrangements* includes respondents living with siblings, foster parents, boarding arrangements, or other non-parental caregivers

As shown in Table 2, female students represented 64.5% of the respondents, whereas male students accounted for 35.5%. Most respondents were 16 years old (68.1%), followed by 17-year-old students (17.7%) and 15-year-old students (13.5%). Regarding living arrangements, 66.7% of the respondents lived with both parents, while the remaining students lived with a single parent, grandparents, relatives, or other guardians.

Descriptive Statistics

Descriptive statistics were calculated to summarize the distribution of parental involvement and self-regulated learning scores. The results are presented in *Table 3.*

Table 3. Descriptive Statistics of Research Variables (N = 141)

Variable	Items	Minimum	Maximum	Mean	Std. Deviation
Parental Involvement	40	88	200	156.26	22.45
Self-Regulated Learning	36	98	180	142.23	19.30

Note. Composite scores were calculated by summing the responses to all valid items after reverse-coding unfavorable statements. Higher scores indicate higher levels of the corresponding construct.

Table 3 indicates that parental involvement obtained a mean score of 156.26 (*SD* = 22.45), whereas self-regulated learning achieved a mean score of 142.23 (*SD* = 19.30). The observed score distributions showed adequate variability across respondents, supporting subsequent inferential analyses.

Instrument Testing and Assumption Testing

Prior to hypothesis testing, the research instruments were evaluated for validity and reliability, followed by examinations of the assumptions of normality and linearity.

Item validity analysis indicated that 39 of the 40 parental involvement items and all 36 self-regulated learning items met the established corrected item–total correlation criterion. One parental involvement item (Item 33), representing the Educational Participation dimension, did not meet the minimum criterion (r = .164; critical r = .165) and was therefore excluded from subsequent analyses. The remaining 39 parental involvement items and all 36 self-regulated learning items were retained for further statistical analysis.

The reliability analysis demonstrated excellent internal consistency for both instruments. The parental involvement questionnaire obtained a Cronbach's Alpha coefficient of 0.950, whereas the self-regulated learning questionnaire achieved 0.945, indicating that both instruments were highly reliable.

Furthermore, the Kolmogorov–Smirnov test showed that both variables were normally distributed ($p > .05$). The linearity test also confirmed that the relationship between parental involvement and self-regulated learning satisfied the linearity assumption, indicating that Pearson Product–Moment correlation analysis was appropriate.

Hypothesis Testing

The relationship between parental involvement and self-regulated learning was examined using the Pearson Product–Moment correlation coefficient. The results are presented in *Table 4.*

Table 4. Pearson Correlation between Parental Involvement and Self-Regulated Learning (N = 141)

Variables	Pearson's *r*	*Sig.* (2-tailed)	R^2	Interpretation
Parental Involvement ↔ Self-Regulated Learning	0.757	< .001	0.572	Strong positive correlation

As presented in Table 4, parental involvement demonstrated a strong positive and statistically significant relationship with self-regulated learning ($r = 0.757$, $p < .001$). The positive correlation indicates that students who perceived higher levels of parental involvement also tended to report higher levels of self-regulated learning. Accordingly, the proposed research hypothesis was supported.

Furthermore, the coefficient of determination showed that parental involvement accounted for 57.2% of the variance in students' self-regulated learning ($R^2 = 0.572$). This finding suggests that parental involvement represents a substantial contextual factor associated with adolescents' self-regulated learning, whereas the remaining 42.8% of the variance may be explained by other individual, family, school, or environmental factors that were not examined in the present study

Discussion

The present study demonstrates that parental involvement is positively and significantly associated with students' self-regulated learning. The Pearson correlation coefficient ($r = 0.757$, $p < .001$) indicates a strong relationship, while the coefficient of determination ($R^2 = 0.572$) suggests that parental involvement explains a substantial proportion of the variance in students' self-regulated learning. These findings indicate that adolescents who perceive greater educational support, communication, monitoring, and encouragement from their parents are more likely to demonstrate stronger capacities to regulate their own learning. Rather than functioning merely as recipients of parental supervision, students appear to internalize parental educational support into learning behaviours characterized by goal setting, persistence, self-monitoring, and reflective evaluation. Therefore, parental involvement should be understood not only as an external educational resource but also as an important contextual mechanism that facilitates the development of autonomous learning.

The findings are theoretically consistent with *Zimmerman's self-regulated learning model,* which conceptualizes self-regulation as a cyclical process involving

forethought, performance control, and self-reflection (Zimmerman, 2000, 2021). Students rarely develop these regulatory capacities independently. Instead, they gradually acquire learning strategies through repeated interactions with significant social agents who model learning behaviours, provide constructive feedback, and encourage independent decision-making. In this regard, parental involvement provides opportunities for adolescents to establish realistic academic goals, monitor learning progress, evaluate learning outcomes, and maintain learning persistence. Consequently, self-regulated learning should not be interpreted solely as an individual cognitive competence but also as a developmental outcome emerging from continuous educational interactions within the family.

The present findings also support *Bandura's Social Cognitive Theory*, which emphasizes reciprocal interactions among personal, behavioural, and environmental factors in shaping human learning (Bandura, 1977). Within this reciprocal framework, parents constitute one of the most influential environmental agents during adolescence. Educational communication, emotional encouragement, academic expectations, and constructive monitoring create social conditions that strengthen students' self-efficacy and confidence in managing learning challenges. As self-efficacy increases, students become more willing to employ effective learning strategies, regulate effort, and persist when encountering academic difficulties. Accordingly, parental involvement contributes not simply by increasing parental control but by fostering psychological conditions that enable adolescents to become increasingly autonomous learners.

The present findings are also consistent with accumulating international evidence regarding the educational value of parental involvement. Meta-analytic studies have consistently reported positive associations between parental involvement and students' academic achievement, school engagement, educational motivation, and psychosocial development (Boonk et al., 2018; Frew et al., 2012; Hill & Tyson, 2009; Kim & Hill, 2015; Syamsu Rijal et al., 2024). However, the current findings extend this body of knowledge by demonstrating that parental involvement is strongly associated with *self-regulated learning*, a construct representing the learning processes that precede academic achievement itself. This distinction is important because improvements in examination scores may reflect educational outcomes, whereas self-regulated learning reflects the cognitive, motivational, and behavioural mechanisms through which those outcomes are achieved. Consequently, strengthening parental involvement may contribute not only to

improved academic performance but also to developing adolescents' capacity for lifelong, independent learning.

The present findings are further supported by recent *OECD PISA (2025) Results*, which indicate that students who regularly interact with their parents through everyday conversations and learning-oriented discussions demonstrate stronger sustained learning strategies, greater motivation to learn, higher levels of critical thinking, and more proactive learning behaviours than students experiencing limited parental interaction. Notably, OECD analyses suggest that conversations concerning school experiences, learning difficulties, and educational aspirations show stronger associations with students' learning strategies than parental control or future-oriented pressure alone. These findings imply that the educational quality of parent–child communication is more influential than the frequency of supervision itself, emphasizing that supportive educational dialogue rather than excessive monitoring constitutes the foundation for developing self-regulated learning.

Moreover, OECD reports highlight that the positive influence of parental interaction is particularly evident among lower-performing students, who benefit from supportive family communication. These findings provide a relevant context for interpreting the present results. Although the current study did not differentiate students according to academic achievement, the strong association identified suggests that parental involvement may serve as an important educational resource in strengthening adolescents' learning resilience. Nevertheless, self-regulated learning during adolescence is not shaped by family interactions alone. Peer relationships may also influence students' learning attitudes, motivation, and academic engagement through social support and shared learning practices (Wentzel, 2012). Similarly, teaching quality, particularly through clear instructional guidance, constructive feedback, and support for student autonomy, may help students monitor their progress and take greater responsibility for learning. These factors represent plausible contextual influences on the remaining 42.8% of variance not explained by parental involvement in the present model. Accordingly, efforts to strengthen students' self-regulated learning should integrate meaningful family–school partnerships with supportive peer environments and instructional practices that encourage learning autonomy.

CONCLUSION

This study addressed the research question by demonstrating that parental involvement is positively and significantly associated with self-regulated learning among Grade 10 students at SMA Negeri 1 Tanggul. Students who perceived greater educational attention, communication, monitoring, support, and participation from their parents exhibited stronger capacities to regulate their own learning. These findings suggest that parental involvement functions as an important contextual resource that fosters adolescents' autonomous learning beyond classroom instruction.

This study contributes to the literature by positioning *self-regulated learning* as the primary educational outcome and conceptualizing *parental involvement* as a multidimensional construct. The findings highlight the importance of strengthening family–school partnerships through meaningful educational communication and collaborative support to enhance students' independent learning. For guidance and counseling teachers, these findings provide an empirical basis for integrating parental engagement into school-based interventions.

The study is limited by its cross-sectional correlational design and single-school setting. Future research should employ longitudinal or experimental approaches across more diverse educational contexts while examining mediating or moderating variables, such as academic self-efficacy, learning motivation, parenting style, teacher support, and school climate, to better explain how parental involvement promotes adolescents' self-regulated learning.

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